

Unit Topic: Humanities in Colonial and Revolutionary America

Team Name: Muses of Independence

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Teaching American History Lesson Plan: *Just for Fun? Arts and Entertainment in Colonial Virginia* Movie Maker Project

1. Organizing Theme:

The humanities of colonial and revolutionary America provide an insight to the American society of that time.

2. Targeted Standards: (KY Core Content, Program of Studies, Academic Expectations)

SS-08-5.1.1 Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, and political group) in U.S. history prior to Reconstruction.

S.S.-08-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives.

AH-08-2.1.1 Students will analyze or explain how diverse cultures and time periods are reflected in music. DOK 3

AH-08-2.2.1 Students will analyze or explain how diverse cultures and time periods are reflected in dance. DOK 3

AH-08-3.1.1 Students will compare or explain how music fulfills a variety of purposes. DOK 2

AH-08-3.2.1 Students will compare or explain how dance fulfills a variety of purposes. DOK 2

3. Critical Vocabulary

Purposes of Music:

Ceremonial Music is music created or performed for rituals or celebrations.

Recreational Music is music created for entertainment.

Purposes of Dance:

Ceremonial Dance are created or performed for rituals or celebrations.

Recreational Dance is dancing for entertainment.

Artistic Expression is dance created to express or communicate feelings or ideas.

Reel – a lively dance originally of the Scottish Highlands

Minuet – a slow and graceful dance, the most popular dance of the 18th century, with elaborate bows and curtsies

Juba -- a circular dance with percussive body movements performed to a vocal call and response

4. Essential Questions

What were the major cultural influences on colonial music?
What were the primary purposes of colonial music?
How were major influences of colonial life reflected in colonial dance?
What were the major purposes of colonial dance?

5. The Lesson Hook

Did my kindergarten teacher provide me with all tools I need to understand colonial American culture?

6. Strategies and Activities

1. Students will be informed that they will be starting a unit of study about the humanities of colonial and revolutionary America. Students may begin the unit with an introduction to essential vocabulary.
2. Students will watch the movie maker project, "Just for Fun", as an introduction to a unit on the humanities of colonial and revolutionary America. The teacher may decide to show the movie in its entirety or may choose to show each section at the appropriate time.
3. Before viewing the movie, students will be given a list of the essential questions.
4. Students will be required to take notes during the movie. The notes should address the essential questions and new terminology. *The teacher may choose to have students use the attached video quiz or viewing study guide rather than have them to take notes.
5. Students will demonstrate their knowledge of colonial humanities by answering an open response item.

7. Continuous Assessment (rubrics attached)

Open Response

Much can be learned about colonial life and history by studying the arts and entertainments of the period.

- A. List two major purposes of colonial music and dance.
- B. There were several major influences upon colonial American music and dance. Identify and describe two major influences upon colonial music or colonial dance.
- C. Choose one type of music or one dance. Explain how you think it best displays American culture during the colonial period.

Distinguished	Proficient	Apprentice	Novice
The student answers all parts of the question correctly. The answer contains numerous vocabulary content terms used in an appropriate context. The answer is well elaborated with numerous well detailed examples. The answer is well written with attention given to style and structure. Virtually no surface errors appear in the grammar and spelling of the answer.	The student answers all parts of the question correctly. The answer contains several vocabulary content terms used in an appropriate context. The answer contains some elaboration with well detailed examples. The answer is well written with some attention given to style and structure. Only one or two surface errors appear in the grammar and spelling of the answer.	The student answers all parts of the question correctly. The answer contains only a few vocabulary content terms used in an appropriate context. The answer is concise with a few well detailed examples. The answer is well written with little attention given to style and structure. Surface errors appear in the grammar and spelling of the answer.	The response is totally irrelevant. No specific details are provided and no content vocabulary terms appear in the response.

8. Resources

Just for Fun? Arts and Entertainment in Colonial Virginia movie maker project

Just for Fun?

Arts and Entertainment in Colonial Virginia

Complete the following sheet while watching the presentation.

1. Where was sacred music performed?
2. What form of music was the first major influence on colonial music?
3. Name the musical production by John Gay that was extremely popular with colonial audiences?
4. What was the second major influence on colonial music?
5. By what other name was the pouschette known?
6. Which instrument was the bass of the colonial woodwind instruments?
7. Identify any stringed instrument that was popular among colonial musicians?
8. The glass armonica was invented by which famous American colonist?
9. Give an example of ceremonial music performed in colonial Virginia.
10. What was the third and final influence on colonial music?
11. Which instrument is featured in nearly all African music?
12. African slaves developed what type of song as a form of communication?
13. Which colonial leader considered dance the best pastime or dearest diversion?
14. Which college considered dancing an important part of a gentleman's education?
15. Colonists commonly knew how to perform how many different dances?
16. Which popular colonial dance performed in ¾ time originated in France?
17. Identify the lively dance brought to the colonies from the Scottish Highlands?
18. Dancers kept the beat to this dance by patting the hands on the body. What was this dance popular among African slaves?
19. What were some popular indoor recreations enjoyed by colonists?
20. What is the last entertainment or sport dealt with in the film?